As we move beyond earlier notions of “reading and writing,” the boundaries between literacy processes blur, and responsibility for supporting literacy learners expands to include educators across all disciplines.”

Kent Williamson, “ HYPERLINK "http://www.literacyinlearningexchange.org/blog/responding-shifting-literacies" \t "_blank" Responding to Shifting Literacies”

I am suggesting that teachers of every discipline might ask students to think and write as scientists, historians, mathematicians, and literary critics do—to use writing-as-process to discover meaning just as these scholars do when they go about the real, messy business of thinking on paper.”

Nancie Atwell (2000)

The quotes above encapsulate the dual purpose of this course. Not only will we study how to support the more complex reading practices involved in the content areas, but we will also study what it means to make meaning within specific disciplines and the dispositions associated with each academic field. For example what does it mean to read and write as a scientist, an historian, a mathematician, an artist? Furthermore, we will explore what it means to be literate in the 21st century, regardless of the discipline: to compose, respond and share content
through the use of digital tools and media.

Course Description & Objectives:
Reading and writing, listening and speaking matter. As future teachers, it is your responsibility to make sure your students practice all four forms of literacy in your courses as avenues to open up understanding of your content, be it finding the square root of 5,476 or analyzing the visual aesthetics of Cubism. Most middle and high schools don’t have reading courses because the assumption is that by 6th grade, students know how to read. If only that were the case. As teachers of English, math, science, art, world languages, nutrition, consumer sciences, special education and social studies, we design experiences that engage students with the content of our discipline. Although reading and writing are too often seen as the sole responsibility of English teachers, students are expected to read and write in all their other subjects, often in ways that fall outside of the English teacher’s area of expertise. Consequently, teachers in every content area share the responsibility of supporting their students’ discipline-specific literacy development.

In this course, we will explore some key questions regarding the importance of literacy practices as infrastructure for all meaning-making, regardless of the discipline.

What does it mean to be literate?
Do learners ever reach an academic milestone when they’re capable of writing and reading effectively in every context?
As potential middle or high school teachers, do you know the literacy demands of your subject area? Are you prepared to teach your students the declarative, procedural and conditional knowledge they need to read and write in your discipline?

Course Texts
Heinemann
Additional articles and book chapters accessed via course D2L or handed out in class

OPTIONAL TEXTS
Landay, E. & Wootton, K. (2012) A Reason to Read: Linking Literacy and the Arts

Integrating technology
Because of the course focus on reading and writing in its various print and digital forms, the course will involve extensive use of technology. Some class time will be provided to work on projects, but most of the projects will be completed outside of class. Thus reliable access to the Internet is a must for success in this course. If you do not have reliable access to the Internet at your home, make sure to build in time to use campus computers (SEE: http://www4.uwm.edu/technology/authenticated/computer_labs/campus/) or public library computers (SEE: http://www.mpl.org/file/computer_hours.htm) All software necessary for required course projects have “free use” versions available online.

General Expectations
What each of you learns through independent and collaborative inquiry will be shared with your classmates. Therefore:

1. Your attendance, punctuality, active participation and “posture of respect” are important components for a successful experience in this course. A large part of your learning will happen as you work in discussions, workshops, and presentation groups. Preparation, punctuality, and participation are essential. Please note that active participation is not defined solely by how often you speak in whole class and small group settings. Instead, high-quality participation is a combination of verbal output AND your deliberate engagement during mini-lectures, group presentations, reading response discussions, video analysis and other classroom activities.

2. Without the relevant course books in hand, your ability to participate will be compromised. Therefore, please bring the appropriate textbooks and/or readings to each class. If you prefer reading texts in their digital form, please make sure you have access to your digital copies with personalized annotations, etc.

3. All assignments are due on the dates indicated on the course website. Because assignments in this course are designed to extend your learning between class meetings, and to enhance your class experience each time we meet, it is imperative that you complete your weekly assignments and/or blog postings, on time. Unless prior arrangements have been made with me, late work will receive less credit and may not be accepted.

4. Attendance will be taken at each class meeting. Absences are strongly
discouraged except for emergencies. Unexcused absences and/or delinquent work will impact the grade you earn in the class. Two or more unexcused absences may result in a failing grade in this course. Please contact me in advance in the event that you will need to be late or absent from a class meeting. [NOTE: Prior notification does not guarantee an excused absence.] You must make arrangements to have course materials collected for you by a classmate.

**Course Assignments & Evaluation** (Each is described in more detail below):

1. **Course Participation & Community Contribution:** .......................... 15%
   - In-class discussion and attendance
   - Online role-play participation

2. **Mini-Midterm** ................................................................. 10%

3. **Literacy Scaffolding Lesson (LSL)** ........................................... 25%

4. **Online Independent Inquiry Portfolio (IIP)** ................................. 50%
   - Core Memos (2)
   - Elective Memos (2)
   - Reflective Memo (1)

* Graduate Project ........................................................... 30%

(NOTE: Those taking the course for graduate level do not need to take the mini midterm and will have different requirements for the IIP)

Each student will be evaluated on the basis of the assignments and their values listed above.

In terms of letter grades, I will use the University’s standards as follows:

A – (90-100%) .... outstanding achievement in course requirements
B – (80-89%) .... achievement that is significantly above the basic requirements.
C – (70-79%) .... achievement that meets the course requirements
D – (60-69%) .... achievement that is worthy of credit even though it fails
to meet fully the course requirements.

S -- achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

F (or N) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)

**Academic dishonesty:** academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

**University Policies**
Please see the following website for a list of university-wide policies related to teaching that all faculty must observe: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf). These policies include

- Students with disabilities
- Incompletes
- Religious observances
- Academic misconduct
- Students called to active military duty
- Complaint procedures
- Discriminatory conduct (such as sexual harassment)
- Grade appeal procedures
- Final examinations

### 1. **Course Participation:**

#### In-class discussion and attendance

Meeting only once a week, our time together is brief. It is important that you attend all classes and read the course readings in order to contribute to class discussion. Should an emergency or personal event occur that inhibits your ability to come to class, please let me know in person or by email.

**Online Role-Play Participation**

To fully experience the practice of inquiry-based learning discussed in this course, we will participate in an online role-play using a social network as a platform. Your participation will involve creating a profile for a fictional persona as well as contributing posts to the online discussion. More details will be provided in class.
2. **Literacy Scaffolding Lesson (LSL):**

In groups of three or four you will present an hour lesson using an authentic text from your discipline. To support engagement with and comprehension of the text, lessons must include before, during, and after activities as well as writing-to-learn activities mentioned in the course texts.

3. **Independent Inquiry Portfolio** (a.k.a. “The IIP”)

Disciplinary literacy is a growing field defined by the specific literacy demands of each academic discipline. In this course, you will have the opportunity to work independently on inquiry projects that relate to your particular field. We will pursue two projects in common, but you will also be responsible for completing additional projects with the focus in your discipline. All projects will be posted along with memo reflections on an online portfolio, hosted on a blog platform of your choosing (See possible platforms below). Specific requirements for the IIP, are attached to this syllabus.

**Blogging resources** (See also course wiki for more resources related to blogging)

<table>
<thead>
<tr>
<th>Hyperlink</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://wordpress.com/">http://wordpress.com/</a></td>
<td>Free blogging software</td>
</tr>
<tr>
<td><a href="http://edublogs.org/">http://edublogs.org/</a></td>
<td>blogs for teachers and students. I’ve read about many teachers using this service, but I’ve never used it myself.</td>
</tr>
<tr>
<td><a href="http://www.blogger.com/start">http://www.blogger.com/start</a></td>
<td>Blogger start up page. This service, although filled with advertisements, offers many template/presentation options.</td>
</tr>
</tbody>
</table>

6. **Graduate Project**

Individuals taking the class for graduate credit are required to do an additional assignment. They will choose a topic to investigate in consultation with the professor. First, students will use ERIC and Google Scholar to find articles on the topic within the past five years (at least 5 research-based articles, more if the articles are not scholarly). The articles will be summarized and analyzed in an annotated bibliography. Finally, the student will write a 7 page paper on his/her topic explaining the idea, theory, research and application in classrooms. If interested, students are encouraged to present final paper in multigenre or digital media format. Meet with instructor to discuss topic and devise a research plan.
Thinking Strategies of Proficient Readers

In the 1980s, researchers identified a list of proficient reader skills. In 1992, Pearson et al. advanced the understanding of teaching comprehension by studying how to teach readers the skills. Later, in their book Mosaic of Thought (1997), Keene and Zimmerman added sensory imaging to the list. Exceptionally skilled readers never use only one of the strategies described in this model; rather they fluidly coordinate a number of strategies to ensure maximum comprehension of the text.

Making Connections
Three main types of connections include Text to Self, Text to Text, Text to World, as well as accessing prior knowledge. Readers deepen their comprehension by accessing their prior knowledge before, during and after reading a text. While reading, they learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown.

Determining Importance
Proficient readers use their conclusions about important ideas (found using context clues and language devices) to focus their reading and to exclude peripheral, secondary or less important details.

Synthesizing/Summarizing
Readers sort the main idea(s) from details of the text, to either synthesize (combine the smaller details/ideas into one whole and to summarize (create a brief, concise, recapitulation of previously stated details/ideas). Synthesizing and summarizing help readers form opinions, change perspectives, develop new ideas and find evidence.

Visualizing (sensory imaging)
Skilled readers use their five sense as well as other sensory modes of learning like dramatizing and drawing to help them better understand what they are reading before, during and after reading. These images may include visual, auditory and other sensory connections to the text. Proficient readers use images to deepen their understanding of the text.

Asking Questions
Readers ask questions (before, during and after reading) of themselves, the authors, and the texts they read. Proficient readers use their questions to clarify and to focus their reading.

Inferring
Proficient readers use prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from the text. Inferences may occur in the form of conclusions, predictions, or new ideas.

Monitoring
Using a variety of fix-up strategies to repair comprehension when it breaks down. Proficient readers select appropriate fix-up strategies from one of the six language systems (pragmatic, schematic, semantic, syntactic, lexical, or grapho-phonic) to best
solve a given problem in comprehension (i.e., skip ahead or reread, use the context and syntax, or sound it out).

"Metacognitive Assessment Strategies," Israel, Bauserman, and Block, Thinking Classroom: A Journal of the IRA, Volume 6, Number 2, April 2005.

The IIP a.k.a. The Individual Inquiry Project

PART I: CORE POSTINGS

Memo #1 Getting to Know Your Discipline:

Find your organization's web site, locate the standards relevant for K-12 or 5-8 education, and print that document. Then, go to the Wisconsin Department of Public Instruction (DPI) website (http://standards.dpi.wi.gov/) to locate the standards relevant for K-12 or 7-12 education in your discipline there, and print that document, too.

Read both documents, highlight any material relevant to reading, writing, speaking, listening, or viewing, then write a one-page memo, 400-600 words, about your impressions of where literacy fits into the goals for student learning and achievement in your discipline.

Post your memo online in IIP portfolio. Include an image and at least one relevant resource link. Be prepared to talk about your findings in class.

Memo #2 Visualizing Meaning via Infographic or Digital Story

Infographics and digital stories are an emerging genres of online texts in which content, ideas, and/or large sets of data are presented in a visual format (also known as data visualization), this is an important form of communication we must help our students to read and produce. Each student will make an infographic or digital story about some topic in his/her discipline. Once you finish composing the infographic or digital story, write a one page memo describing your process of matching image with print. Also comment on what you feel are the typical images and and/or visual genres used in your discipline. Completed infographics and digital
stories will be shared in class and must be linked or uploaded to IIP portfolio with memo.

PART II: ELECTIVE POSTINGS
Memos #3 & #4:
Select 2 activities from the following list.

_____ **Disciplinary Thinking**
Keep track of your thinking strategies (see Proficient Reader Strategy Handout attached to the syllabus) with marginal notations or Post-its as you read 4-6 different texts in your discipline (e.g., a textbook chapter, a short story, a magazine article, a piece of music or art, etc.), then write a one-page memo (400-600 words) about what you learned about yourself as a reader/future teacher of reading for this activity. Begin your memo by writing a brief summary of the texts you read, including title, author, date of publication/production (If available include links to the works). As you describe how the exercise helped you learn about yourself as a reader, refer to your marginal notes and the patterns you noticed. Did you ask a lot of questions? Make a lot of connections? Predict? Infer? Determine importance? Use the patterns in your marginal notes to support your insights. Post memo in your portfolio. Include photo excerpts of your notations as evidence of your strategies and your memo in your portfolio. NOTE: You are encouraged to experiment with online annotation software such as Diigo and A.nnnotate or SpeakingImage and Marqueed, for images.

_____ **Disciplinary Discussions**
Read two professional journal articles of your choice on teaching some aspect of literacy in your discipline, then complete a double-entry journal (or another tool to hold your thinking) in response to both. When you have your notes, write a brief summary of each article (including title, author, date of publication). After the summary, write a half page answering this question: "What do the ideas in this article mean for teaching?" At some point in your half page, finish this sentence with information filled in the blanks. *Teachers need to understand at least the following in order to be excellent at [ ]*: Include summaries and responses to both articles in your memo. Include photo excerpts of your note-taking tools in your memo as well.

_____ **Disciplinary Text-Sets**
Collect a textset of at least 5 different, high-quality nonfiction texts (define “text” broadly!) that could be used to supplement a topic you’ll teach in your content area. Create an annotated description of each resource that includes 1) bibliographic information, 2) a summary of the text, 3) a short description of text complexity, 4) a reason someone would be interested in using it (a.k.a. a
“hook”), and 5) a question (or different thinking activity) for students to consider when using the resource. Briefly describe how all texts might be used together. When possible, include links to and/or photos of the texts in your memo post.

PART III: REFLECTIVE POSTING

Memo #5
Review all of the material you have related to each of the four memos completed, then write a memo (400-600 words) that addresses the following guiding questions: Based on my inquiry, what insights do I have about how people read and write in my discipline? and What do these findings mean for my future teaching of literacy within my discipline? Post this memo along with at least one image and related resource to your portfolio blog. This should be the final item in your portfolio.
Course Schedule

Readings and assignments are due the following week.

Part I: Assessing Reader Identities and Text Complexity

Week 1 – January 21st – What are Content Area Literacies & Disciplinary Literacies?
What is Literacy?
Introduction to course and review of syllabus
Setting up a blog for the online Independent Inquiry Portfolio (IIP)

For next class ... Read/Write/Do:
Buehl (2012) -- Chapter 1: Mentoring Students in Disciplinary Literacy
Daniels et al. (2007) – Chapter 1 (pgs 12-17): Why Content Area Teachers Care about Writing
Set up blog for IIP
Start work on IIP Memo #1: Getting to Know Your Discipline. DUE: Week 4 (Feb 11)

Week 2 – January 28th – Is it possible to separate literacy from content goals?
Traditional, print literacies vs. new, digital literacies
Content Area Literacies vs. Disciplinary Literacies

For next class ... Read/Write/Do:
Buehl (2012) -- Chapter 2: Teaching Comprehension with Complex Texts
Bring two texts from your discipline: one print-based and the other media-based

Week 3 – February 4th – How do I evaluate the quality and complexity of a text?
Exploring qualitative and quantitative ways to explore text complexity
Reader and context
Complexity of print texts vs. digital texts

For next class ... Read/Write/Do:
Buehl (2012) -- Chapter 3: Bridging Academic Knowledge Gaps
Daniels et al. (2007) – Chapter 2: Writing To Learn

Part II: Building Knowledge – Schema & Frontloading

Week 4 – February 11th – How can I bridge knowledge gaps for my
students?
Activating Prior-Knowledge
Brainstorm possible topics for online role-play
“Floorstorming”
“Disciplinary Taxonomy” of IIP Memo #1 findings

For next class ... Read/Write/Do:
Buehl (2012) -- Chapter 4: Frontloading Instruction that Activates & Builds Knowledge
Daniels et al. (2007) – Chapter 3: Quick Writes: Easy Writing to Learn Strategies
ARTICLE – Lattimer (2013) – Developing Academic Vocabulary

Week 5 – February 18th – How can content be used to engage learners?
What is Frontloading?
Academic vocabulary & word study
Set up online role-play, select roles, preview avatar
Demonstration: How to use social network platform for online role-play

For next class ... Read/Write/Do:
Buehl (2012) -- Chapter 5: Building Inquiring Minds Around Disciplinary Texts
Daniels et al. (2007) – Chapter 4: Going Deeper with Writing to Learn
Create online persona/avatar for online role play and post to social network
Research & Read online role-play topic. Find and review 2-3 articles.

Part III: Discovering & Questioning Knowledge

Week 6 – February 25th – How do questions & dialogue build understanding?
What is Inquiry?
Finalize online role-play preparations
Increasing engagement through play and simulation: gallery of avatars

For next class ... Read/Write/Do:
Read & Research articles for online role-play topic
Begin online role-play. Post a minimum of 10 - 15 times

Week 7 – March 4th – Key Question? -
Online role-play and beyond: what are the possibilities of virtual environments for promoting learning? (Debrief online role-play experience)
Introduce IIP Memos #3 & 4
Introduce Literacy Scaffolding Lesson (LSL) project
LSL group work time

For next class ... Read/Write/Do:
View “Drawing in Class” (18:19) – TEDx talk by Rachel Smith. Access video at: http://www.youtube.com/watch?v=3tJPeumHNLY#t=82
Fill out graphic organizer while viewing.

Part IV: Visualizing Understanding
Week 8 – March 11th – How does visualization build understanding?
Mini-midterm
Exploring multimedia genres: diagrams, infographics, digital storytelling
Introduce IIP Project #2: Visualization of Meaning – DUE: Week 10 (4/1)

For next class ... Read/Write/Do:
Daniels et al. (2007) – Chapter 5: Public Writing
Daniels et al. (2007) – Chapter 7: Shorter Public Writing Projects
ARTICLE – TBA (visual literacy)
Begin work on visualization project (IIP Memo #2)

*** March 18th – no class -- Spring Break ***

Week 9 – March 25th – What is visual literacy?
Visualization Project Check-In
Review Self’s components of visual literacy

For next class ... Read/Write/Do:
ARTICLE – TBA
Finish work on visualization project and related memo posting

Week 10 – April 1st – What are the visual practices in my discipline?
Share visualization projects and findings from IIP Memo #2
Discuss classroom applications

For next class ... Read/Write/Do:
Buehl (2012) -- Chapter 7: Customizing Literacy Practices
Daniels et al. (2007) – Chapter 9: More Ambitious Public Writing Projects
Revisit work from IIP Memo #1

Part V: Disciplinary Knowledge – Dispositions and Ways of Knowing

Week 11 – April 8th – What are the discipline-specific literacies of my discipline?
Conversation and collaboration across disciplines
Sharing findings from IIP Memos #1 (completed), 3 & 4 (in progress)
LSL group work time
Introduce IIP Memo #5

For next class ... Read/Write/Do:
ARTICLE – CHOICE A: Studio Thinking: Artist’s Habits of Mind
 – CHOICE B: Dispositions of Thinking
ARTICLE – Draper (2010): (Re)Imagining content area literacies

Week 12 – April 15th – How do I teach the literacies of my discipline?
Conversation and collaboration across disciplines
LSL group work time

**For next class ... Read/Write/Do:**
ARTICLE – LSL Reading Group #1:
ARTICLE – LSL Reading Group #2
Continue work on IIP

**Week 13 – April 22nd – How do I teach the literacies of my discipline?**
LSL Presentations: Groups 1 & 2

**For next class ... Read/Write/Do:**
ARTICLE – LSL Reading Group #3:
ARTICLE – LSL Reading Group #4
Continue work on IIP

**Week 14 – April 29th – Key Question?**
LSL Presentations: Groups 3 & 4

**For next class ... Read/Write/Do:**
ARTICLE – LSL Reading Group #5:
ARTICLE – LSL Reading Group #6
Continue work on IIP

**Week 15 – May 6th – Key Question?**
LSL Presentations: Groups 5 & 6
Preparation for IIP sharing

**For next class ... Read/Write/Do:**
Complete work on IIP

**Week 15 – May 13th – Final Class/Exam**
Presentation of IIP projects & graduate student Presentations
Course evaluations